

Exercise Across Alaska

Developed by: Erin Montgomery, 2015 Iditarod Teacher on the Trail™

Discipline: Cross Curricular

Topic: Tracking exercise

Grade Level: Any

Resources / References / Materials Teacher Needs:

1. Google My Maps - <https://www.google.com/maps/d/>
2. How Long Until Nome Worksheet
3. Calorie Burn Calculator <http://www.healthstatus.com/calculate/cbc>
4. Calories Burned Worksheet

Lesson Summary: Students will be tracking the amount of time they exercise outside of school. In P.E. students will chart their times. In social studies students will track their miles (1-minute equals 1-mile) on an interactive map. In math students will determine the average amount of time they exercise daily. In science students will determine the amount of calories they burn each day. In literacy students will keep a daily journal.

Standard's Addressed: Common Core

1. CCSS.ELA-Literacy.W.6.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
2. CCSS.Math.Content.6.SP.B.5 - Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.
3. CCSS.ELA-Literacy.RH.6-8.7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Learning objectives:

1. Students will be able to design an interactive map using *Google My Maps* to track where their exercise miles are taking them in Alaska
2. Students will be able to determine the average time they exercised daily.
3. Students will be able to discover the amount of calories they burn each day.
4. Students will be able to record their exercise through the use of a daily journal.

Procedural Activities:

Physical Education (The Challenge)

1. Discuss with students the importance of setting fitness goals.
2. Explain "The Challenge" with the students
 - a. Each student will record the amount of time they exercise outside of P.E.
 - b. The goal for each student is to reach 1049 minutes (this is on your honor). 1049 minutes is chosen to relate to the Iditarod.
 - c. Once a week students will chart their progress on a poster in the gym.
 - d. Explain the other teachers will be using the minutes they exercised in their classes for other activities
3. Have each student write down a realistic goal of when they would like to reach 1049 minutes.

Social Studies

1. Tell students to bring their exercise journals with them to class on Fridays.
2. Since the goal is to exercise for 1049 minutes, we will be charting our progress across Alaska. 1-minute will equal 1-mile. Each student will start in Anchorage and following the Iditarod trail.
3. Students will open Google My Maps
 - a. Each student will place a marker on Anchorage
 - b. Students will use the *ruler* tool to measure the amount of miles they will mark.
 - c. Students will then place a marker on the spot their miles took them to.
 - d. Students will then draw a line using the *line* tool to connect Anchorage to their first marker.
 - e. **Optional** - Students can add pictures of themselves working out to the map.

Math

1. Every two weeks students will use their minutes from the P.E. Challenge in class - they can bring their exercise journals to class.
2. Students will complete the *How Long Until Nome* worksheet (see attached). Students will complete the same worksheet every 2 weeks.

Science

1. Students will need to bring their exercise journals to class once a week.
2. Students will calculate the amount of calories they have burned each week (see attached worksheet).
3. Remind students that sled dogs burn approximately 10,000 calories per day on the Iditarod trail.

Language Arts

1. Students will need to create an *Exercise Journal*
 - a. Students can choose to do their journal using a tool such as *Google Drive* **OR**
 - b. Students can hand make their own journal
2. Students will need to write in their exercise journal daily using the following prompts:
 - a. I exercised for _____ minutes today. I did the following exercises...
 - b. This is important to my health because...
 - c. That is important because...
3. You can allow students 5 minutes in class daily to write in their journal or assign the prompts outside of class. The same prompt can be used each day.
4. **Optional:** You can add new prompts each day.

Materials Students Need:

1. Google My Maps (technology)
2. How Long Until Nome Worksheet (math)
3. <http://www.healthstatus.com/calculate/cbc> (science)
4. Calories Burned Worksheet
5. Language Arts writing prompt

Technology Utilized to Enhance Learning:

1. Google My Maps
2. <http://www.healthstatus.com/calculate/cbc>

Other Information: You can choose to do this as a cross curricular lesson or eliminate certain parts to better fit your classroom.

Modifications for special learners/ Enrichment Opportunities:

Modification: For students with disabilities increase the minute to mile ratio.

Enhancement: How many times can you travel the trail by the end of the school year.

Enhancement: Students could create a spreadsheet using their minutes exercised.